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## **Planning for Community Involvement – Tab 1**

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The intent of this section is to clarify and graphically represent SEMY planning processes that bring whole communities together to address the needs of migrant students and specifically to help migrant students develop leadership skills to survive and thrive in the public education setting.

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## Philosophy

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The Leadership through Service Learning follow-up program supports school districts in developing and implementing plans that improve migrant student achievement through leadership development.

**P**rograms that are comprehensive and provide a challenging curriculum.

**R**elationships that are collaborative among staff, students, parents, communities and administration.

**I**nstruction that provides challenge, connection, student involvement, community and self-worth.

**D**ecisions that are reasoned, shared, and in the best interest of students.

**E**xpectations that are high with many opportunities for recognition and positive reinforcement.

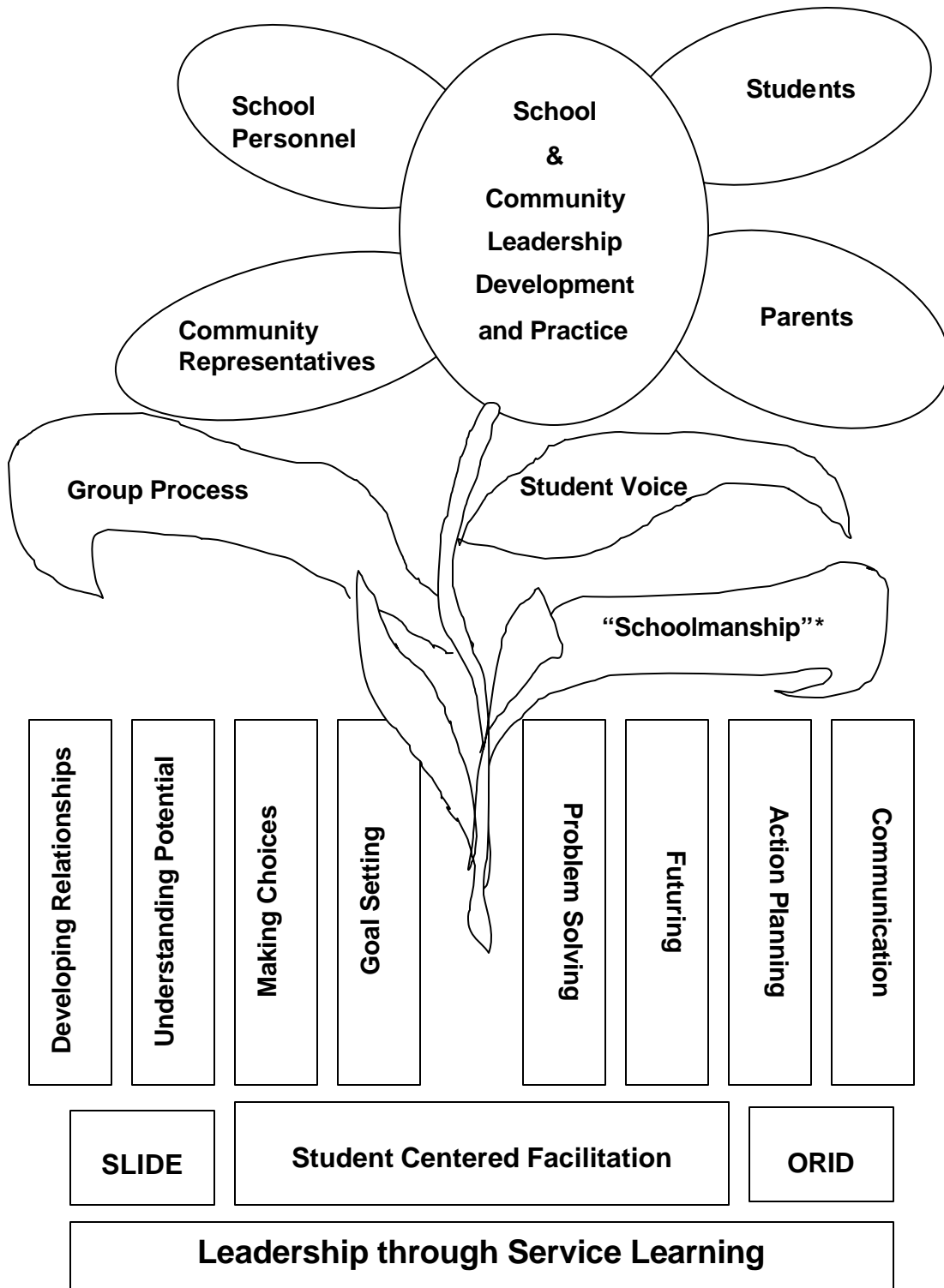
Reference: Monte L Bridges, Curriculum in Context Spring 1997, Vol 23, and No.2:  
And Peter Senge – The Fifth Discipline

## Objectives

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1. To increase the number of secondary school migrant students served in leadership development activities by assisting local educational agencies in implementing programs that replicate the Student Leadership Program's conference and after school program demonstrated in the "Leaders in Service Replication Guide".
2. To improve migrant student achievement as demonstrated through leadership training.
3. To increase parent and community involvement as supporters of migrant student leadership development.

# To Give Migrant Students the Opportunity to Succeed Graphic



\*Martin Hageman

## **Problem Solving and Reflection**

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Throughout the planning, training and conference process SEMY uses primary strategies that successfully guide participants in the strategic planning process.

### **SLIDE Problem Solving Process**

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#### **State the Problem/Challenge**

#### **List Alternatives to Resolve the Problem/Challenge**

#### **Identify a Plan of Action**

#### **Do It**

#### **Evaluate – Reflection**



*Use the facilitation tools of Brainstorming, Force Field Analysis, the Five Why's, Action Planning and Plan vs. Performance to make your SLIDE an adventure in learning.*

### **ORID\* Reflection Process**

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#### **Objective – sensory and factual –**

What did I see, hear, feel (as in touch), smell, taste...

#### **Reflective – emotions and associations –**

What were my feelings, thoughts, reactions...

#### **Interpretive – values and meanings –**

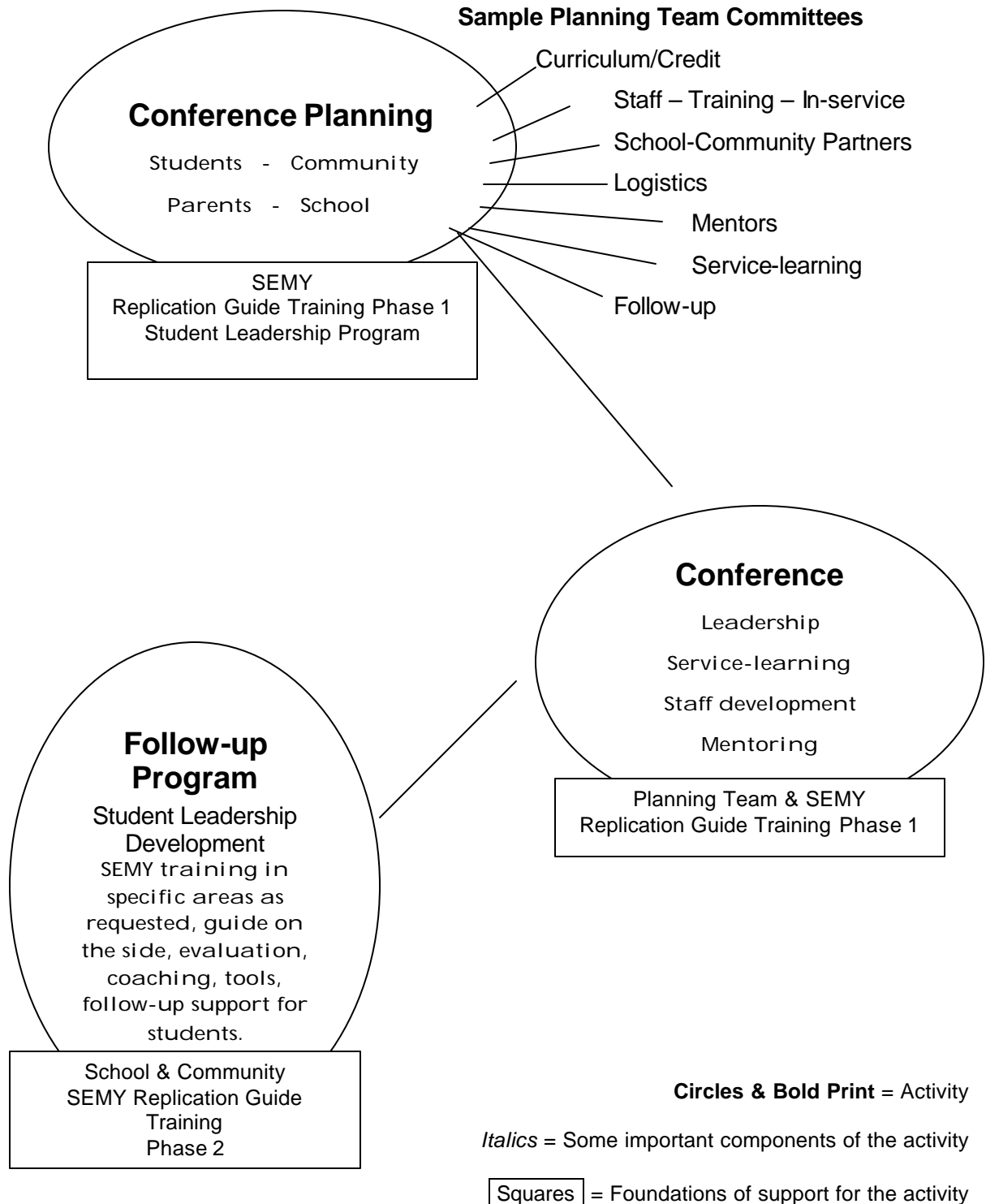
Why did I/we think, feel, react in that way? What values, theories, experiences caused that?

#### **Decisional – change, action –**

What am I or are we going to do (or do differently or the same) because of this learning?

\*Institute of Cultural Affairs

# Leadership Through Service-learning Program Process



## Outcomes for Conference Planning Meetings

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Participation in planning meetings is often fluid. Establishing process by which decisional outcomes for each meeting are defined and articulated, and carrying those decisions forward to the next meeting as foundation for that meeting's decisions, moves the planning process. Success is assured when a core of 2 – 6 individuals call and facilitate the process of the meetings and carry forward the agenda actions.

- A suggested format for the agenda is on page 1-20 of the "Guide".
- By completing the "notes" section of the agenda form, "minutes" of the meeting can easily be forwarded to the next meeting.
- Suggestions for developing the agenda process appear on page 1-13 of the "Guide".
- Action planning forms presented on pages 1-21 through 1-23 of the " offer a format to record and track activity that is necessary to complete and communicate the team activity.

## Suggested Conference Planning Meeting Schedule

	Lead	By When	What Was Accomplished
<b>Meeting #1</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Orientation/needs to be addressed</li> <li><input type="checkbox"/> Conference dates/event action</li> <li><input type="checkbox"/> Sites</li> <li><input type="checkbox"/> School district commitments and roles</li> <li><input type="checkbox"/> Student challenges to address</li> <li><input type="checkbox"/> Desired educational outcomes &amp; EALRs to address</li> <li><input type="checkbox"/> Future meeting dates and agenda</li> </ul>			
Post meeting activity = research sites, draft outcomes, curriculum, EALRS to be addressed, etc			
<b>Meeting #2</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Review of actions</li> <li><input type="checkbox"/> Site – decision</li> <li><input type="checkbox"/> Date &amp; hours &amp; summary agenda – decision</li> <li><input type="checkbox"/> Service-learning planning - identify projects and follow-up plan</li> <li><input type="checkbox"/> Food, beverages, learning supplies planning</li> <li><input type="checkbox"/> Student &amp; staff recruitment process</li> <li><input type="checkbox"/> Entertainment and speakers</li> </ul>			
Post meeting activity = research service-learning, food, beverage and learning supplies, search for speakers, entertainment, staff. Finalize location, dates, solicit donations, contributions, participation.			
<b>Meeting #3</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Review Decisions</li> <li><input type="checkbox"/> Select Activities – develop curriculum</li> <li><input type="checkbox"/> Service-learning project information &amp; decision</li> <li><input type="checkbox"/> Staffing identification</li> <li><input type="checkbox"/> Student recruitment information distribution, return</li> <li><input type="checkbox"/> Logistics – <ul style="list-style-type: none"> <li>o donations for what/from whom</li> <li>o Speakers</li> <li>o Transportation needs</li> <li>o Registration</li> <li>o Food</li> <li>o Media plan Etc.</li> </ul> </li> </ul>			
Post meeting activity = finalize location, transportation, recruit students and staff, develop maps and instructions, invitations, thank you, media contacts, etc. Solicit donations and contributions.			
<b>Meeting #4</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Finalize all aspects</li> </ul>			
<b>Meeting #5</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Dry run (detailed agenda)</li> <li><input type="checkbox"/> Facilitator training</li> </ul>			
<b>EVENT!!</b>			
<b>Meeting #6</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Evaluation</li> <li><input type="checkbox"/> Student follow-up</li> <li><input type="checkbox"/> Planning for future</li> </ul>			

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"There is a place in America to take a stand: it is public education.  
It is the underpinning of our cultural and political system. It is the great common ground.  
Public education after all is the engine that moves us as a society toward a common destiny  
. . . It is in public education that the American dream begins to take shape."

— Tom Brokaw

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